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AUTHOR Jermy, Charles W., Jr.; Barbaresi, Patricia
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ABSTRACT

This instructional module is intended to present an overview of the interviewing process and to describe and allow practice in the basic skills and techniques of conducting a survey research interview. The module is designed for both undergraduate and graduate courses in research methods or as part of any established course in education or social science which deals with empirical research. It includes three stop-action films, a survey research interviewing manual, two interview schedules, and question-by-question specifications. These materials are designed to promote and elicit group discussion and involvement through observation and participation. They require the student to recognize and analyze problem situations and to propose and carry out feasible solutions to these problems. (Author/DE)

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RESEARCH INTERVIEW MODULE

INSTRUCTOR'S PROCEDURAL GUIDE

SP 007 877

DEP'T OF EDUCATION, N.Y.S. COLLEGE OF AGRICULTURE AND LIFE SCIENCES
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INSTRUCTOR'S

PROCEDURAL GUIDE

TO

RESEARCH INTERVIEWING MODULE

by

Charles W. Jermy, Jr.
Patricia Barbaresi

Research Interview Module Staff:

Dr. Emil J. Haller, Project Director
Charles F. McCabe, Jr., Assistant
Project Director
Patricia Barbaresi, Research Assistant
Paula Hupfer, Research Assistant
Charles W. Jermy, Jr., Research Assistant
Sande D. Milton, Research Assistant

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A WORD ABOUT THIS GUIDE

This booklet is intended to serve as an instructor's guide to the Research Interviewing Module. In it you will find both a description of the materials which make up the instructional package and suggestions for their use.

This instructional module is intended to present an overview of the interviewing process and describe and allow practice in the basic skills and techniques of conducting a survey research interview. It has been designed to work in a variety of situations. It will be apparent that the module can be appropriately used in an undergraduate or graduate course in research methods, or as part of any established course in education or social science which deals with empirical research. The module may also be used to train prospective interviewers for field work in a research study.

However, there may be situations in which only parts of the module are used. For example, if the students are already acquainted with the interviewing process, the instructor may choose to begin the module not with the first film, an introduction to interviewing, but with the second film which concentrates on some of the techniques of interviewing. In some social science courses the instructor may wish to show only the first film if he is interested in simply an overview of the interviewing process.

An instructor may decide to use the Survey Research Interview Manual only, substitute a different interview schedule, or use any other parts of the module which are appropriate to his needs, singly or combination. Although the module is intended for use in three class sessions of fifty minutes, the instructor may modify this schedule according to existing time constraints.

Additionally, the module may be placed in a learning resource center so that students may use it as an independent study device or as a resource for thesis preparation.

Provisions have been incorporated within the module which make the evaluation process continuous. For example, at the end of several sections in the Survey Research Interviewing Manual there are a series of practice exercises calling for the students' written and/or oral responses. These exercises are self-correcting and allow the student to evaluate his own skill and progress.

A second means of evaluation is built into the films or video tapes. These films are intended to provide the student with illustrations of good interviewing techniques and with a sense of the attitudes necessary to be an effective interviewer. The films are designed to be stopped at specified places. During the stops in the first and second film, structured simulation exercises will present limited role-playing situations which focus on specific techniques. In these

simulations, checklists are included to provide immediate feedback for self-evaluation. During the stops in the third film, the students are given the opportunity to discuss and answer questions which arise from situations presented in the film. These situations were specifically designed to provoke class discussion.

A third means of evaluation is the out-of-class practice exercises. The students will conduct interviews on their own. Their completed schedules will provide an additional means of evaluation for both the student and you. If you have students use a casette tape recorder as they administer the interview schedule, you will have an excellent reference source for this type of evaluation.

Included in an appendix of this supplement as an additional means of evaluation are a number of test items from which the instructor may choose. Specifically, this provides you with a means of assessing the objectives in which you are interested. An answer key follows the pool of test items.

CONTENTS OF THE MODULE

The materials contained in this module are designed to provide optimum learning experiences for the student through a variety of direct and indirect techniques and strategies. The emphasis throughout is on active student participation. The materials incorporated in the module are:

1. Three Stop-Action Films (or video tapes) -- these provide information about both the cognitive and affective skills required of a good interviewer. In addition, these films lead into structured simulation activities.

2. Structured Simulation Activities -- these provide opportunities for the student to participate in an interview simulation in the classroom. The purpose of these simulations is to help the students learn how to conduct a structured survey interview by providing limited role-playing situations. Students work in pairs, one assuming the role of the interviewer, the other of the respondent. Roles are reversed throughout the simulation exercises.

3. Survey Research Interviewing Manual -- this provides background information on interviewing and the interviewing process. The manual serves to integrate all the training materials and can act as a reference for present and future research endeavors.

4. Two Interview Schedules -- these are printed questionnaires designed to be administered outside of class. They provide the students with an opportunity to administer a carefully designed interview schedule incorporating most of the different types of questions that will be encountered in such schedules. These interviews concern the leisure time activities of members of the community. (A letter of authorization form can be found in Appendix B. You may wish to provide students with such a letter to help them more easily gain entry.)

5. Question-by-Question Specifications -- this includes a brief description of the Leisure Time Study, general instructions for administering the schedule (including hints and suggestions for the interviewer) and question-by-question directions, all of which will help the student, as the interviewer, acquire valid data.

Basically, these materials have been designed to promote and elicit group discussion and involvement through observation and participation. In addition, they will require the student to recognize and analyze problem situations and to propose and carry out feasible solutions to these problems. Thus, this instructional module provides several different kinds of opportunities for the student to learn to become a competent interviewer.

OBJECTIVES OF THE MODULE

General Objectives

There have been three general intentions which have guided the development of this module. The first is an intent to acquaint the students with the value of the survey research interview as a data collection technique. The second is to train students to conduct valid and reliable survey research interviews. The third is to help students develop a conception of themselves as competent interviewers and to feel comfortable in that role.

Specific Objectives

The following specific objectives are found at the beginning of the designated sections in the Survey Research Interviewing Manual.

Section II: Methods of Data Collection

At the completion of Section II, students should have an understanding of several data generation strategies. Specifically, they should:

A. be able to assign a method of data collection -- documentation, observation, or interviewing -- to a described situation by writing the correct response when given a list of data generation strategy problems;

B. be able to state verbally or to write the advantages and disadvantages of interviewing in comparison with observation and documentation;

C. be able to distinguish between the two most common types of survey research interviews, structured and non-structured, by discriminating between descriptive situations on a paper-pencil test and by assigning in written form the appropriate type of interview when given a list of essential characteristics;

D. be able to recognize biased probes and state verbally appropriate neutral probes.

Section III: The Interview Schedule

At the completion of Section III, students should have a basic knowledge of the terms commonly used in research interviewing. Specifically, they should be able to demonstrate their familiarity with interview

schedule terminology, including such terms as pre-coded, field-coded, open and closed questions, and funneling by recognizing them in either oral or written situations.

Section IV: The Interview Session

At the completion of this module, students should be able to conduct an interview which produces data of good quality and quantity. This means information which is sufficient for the research purpose, comparable and classifiable, and free from all types of bias and error. Specifically, they should:

A. recognize the importance of knowing the study prior to the actual interviewing situation and demonstrate this recognition by reading and comparing the question-by-question specifications to the interview schedule;

B. be able to gain entry into a potential respondent's home and secure his cooperation by learning to phrase their initial remarks in such a way as to minimize the possibility of refusal;

C. be able to accurately administer a given interview schedule. Specifically, they should be able to:

1. follow all directions in the question-by-question specifications and in the schedule;
2. read the questions to the respondent verbatim, in sequence;
3. recognize and use branches within the schedule on the basis of screening questions;
4. record verbatim the respondent's responses using predetermined standard notations on the schedule, inserting pertinent observations into the response record;
5. deny reciprocity when asked a leading question by the respondent by tactfully phrasing a neutral response;
6. recognize irrelevant, vague and incomplete responses and respond with appropriate neutral probes;

D. be able to bring the interview to an end in such a manner that the respondent will be receptive to future interviews;

E. be able to post-edit the completed schedule.

Section V: Appropriate Selection Practices

At the completion of Section V, students should have an understanding of the selection of interviewers and respondents in a research study. Specifically, they should:

A. be able to discuss selection points employed by the study director in choosing an appropriate interviewer;

B. be able to discuss the importance of interviewing the designated sample.

GENERAL CLASS PROCEDURES

As noted earlier, the module was designed with a format of three fifty-minute sessions in mind. Thus, it is suitable for use in a typical three-hour credit course in a college or university. However, the components of the module can be easily rearranged to fit other formats; for example, two 75-minute sessions, or even one single session of two hours and thirty minutes. While the three session format is optimal, it should be emphasized that students who undergo the training become better interviewers, regardless of the format. In the discussion below, you will find a brief description of the use of the components. A more complete discussion is found in the following pages. Your role in Sessions 1 and 2 will be to assist any student who appears to have difficulty in carrying out the directions in the simulation exercises. Your role in Session 3 will be to encourage full examination of the problems presented in the film. Since the members of the class will have administered the two interview schedules as part of their homework assignments, they should have most of the information needed. Your objective as the instructor is to get the students to share information concerning their own experiences and points of views in solving the specified problem.

To help you use this training module effectively, suggestions regarding classroom and equipment organization are given below. In addition, pages 8 - 14 contain a synopsis of each film, a detailed description of the procedures to be followed, and the out-of-class assignments for each of the three sessions.

Classroom Organization and Equipment

A. Classroom Organization

Students, during Sessions 1 and 2, will be working in pairs during the film stops. You or the students might want to arrange the seating so that individual pairs can easily talk together.

B. Equipment Needed

The following is a checklist you may wish to complete prior to class:

1. 16 mm. sound projector or two-inch video tape playback unit
2. take-up reel
3. 2-prong adaptor if the wall socket does not have a 3-prong recepticle
4. extension cord
5. screen
6. clock or other timepiece

SESSION 1

Before the first session of the module you may wish to make a few introductory remarks regarding the survey research interview that you feel might be appropriate; e.g., "This module is designed to train you in research interviewing. The contents of the module are largely self-instructional. Information and skills will be gained through viewing the three films, reading the Survey Research Interviewing Manual, participating in structured simulation activities, and conducting, for the out-of-class assignment, two actual interviews."

If you plan to re-use the written materials for future classes, you should tell students to disregard the instructions which ask them to write their responses in these materials.

Synopsis of Film I

The first film presents an overview of the interviewing process. To this end Professor Siebert, the instructor, delineates two aims:

1. To learn about the interviewing technique as a data collection device.

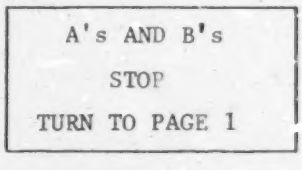
2. To learn how to conduct a good interview.

Professor Siebert introduces the training session by placing the interview as a data collection technique in the context of a larger piece of research. He describes its advantages and disadvantages and the type of research to which the interview best applies.

In order to prepare students for the interview they are to conduct following the first training, Professor Siebert analyzes the second and third steps of the interview, "Beginning the Interview" and "Administering the Schedule." Students are given an opportunity to practice these steps through the simulation exercises during the session.

Procedure to be Followed

After an introduction, the first film contains two sections. Each section will be presented and then followed by a STOP graphic with page number instructions of the form:



When the graphic with the page number appears, stop the projector or video tape machine. The students should then turn to the page number

indicated in their simulation booklets and complete the simulation for that section. After approximately ten (10) minutes, start the projector or video tape machine. Page numbers for each simulation are also listed below. NOTE: Before the actual STOP graphic for the first simulation, there is a STOP graphic with no page number. This should be disregarded; it's intent is to illustrate the format.

1. Film Sequence: Beginning the Interview

   Page 1 - Structured Simulation

2. Film Sequence: Administering the Interview

   Page 13 - Structured Simulation

3. Film Sequence: Summary -- continue to end of film.

Out-of-Class Assignments

The following assignment should be made upon the completion of Session 1. Students should be required to:

1. Read the Survey Research Interviewing Manual.
2. Read carefully the Leisure Time Interview Schedule and the accompanying Question-by-Question Specifications.
3. Administer one interview schedule to a person other than a fellow class member.

SESSION 2

It is suggested that you begin the second session as promptly as possible. The entire fifty minutes will be needed.

Synopsis of Film II

The second film concentrates on the skills of:

1. Recording Verbatim

2. Neutral Probing

The first purpose of this film is to stress the skill of recording verbatim and its importance to the interview process. Techniques are suggested which help students write down everything a respondent says.

The second skill presented, neutral probing, is perhaps the most difficult in the interview process. The film discusses the neutrality with which probing should be conducted. Three types of probing are presented:

1. probing for clarification -- questions asked to help the respondent clarify his answers;

2. probing for amplification -- questions asked which encourage the respondent to give additional information;

3. probing irrelevant responses -- questions asked which help the respondent understand and answer the question originally posed.

Procedure to be Followed

The second film contains five sections. The first four sections will be presented and then followed by the STOP graphic as in the first film. Each stop should be approximately eight (8) minutes in length.

1. Film Sequence: Recording Verbatim

   Page 21 - Structured Simulation

2. Film Sequence: Probing for Clarification

   Page 29 - Structured Simulation

3. Film Sequence: Probing for Amplification

   Page 38 - Structured Simulation

4. Film Sequence: Probing Irrelevant Responses

   Page 46 - Structured Simulation

5. Film Sequence: Summary -- continue to end of film

Out-of-Class Assignment

The following assignment should be made upon the completion of Session II. Students should be required to:

1. Re-read carefully the Question-by-Question Specifications accompanying the interview schedule.

2. Refer to the student manual when necessary.

3. Administer the second interview schedule. It is strongly recommended that you require the students to interview a stranger in the community. This will reflect many of the realities an interviewer faces in field work, and considerably improve the educational value of the discussions which take place in the final session of the module.

You may wish to duplicate the letter of authorization form in Appendix B before class and distribute it to the students. This will tend to legitimize their purpose.

SESSION 3

Before beginning the third session of the module you may wish to make a few introductory remarks regarding the third film. Students will be asked to select the appropriate interviewer response in three problem settings. In the film Professor Siebert explains fully the contents of the third film and the role of the students during this third and final session. You may also wish to encourage the students to discuss some of their own interviewing experiences as they relate to the situations presented in the film.

Synopsis of Film III

The purpose of the third film is to generate class discussion based on the experiences in the two outside-of-class interviews.

The film is divided into three sections. In each of the film sections there are three vignettes in which three different interviewers are presented with an identical problem in interviewing. After each of the three interviewers has reacted to the problem in his own way, the students are asked to choose the interviewer who best dealt with the difficulty. The section is then repeated and after a second opportunity for discussion, the solution is presented.

The problem presented in the first section concerns gaining entry, establishing rapport, using appropriate language, and being considerate of the feelings of the respondent. The problem in the second section deals with neutral probing and demonstrates the qualities of neutrality and rapport. The problem in the third section concerns the difficulties in asking a "stress" question. The interviewer qualities depicted are confidence, respect of privacy, and consideration of the feelings of the respondent.

CORRECT ANSWERS

The interviewers who best dealt with the situation are:

Section I: Frank
Section II: Harriet
Section III: Ken

Procedure to be Followed

You should encourage students to volunteer personal experiences in dealing with similar interviewing problems during their outside-of-class interviews. The third film is thus designed to serve as a culmination of the module.

Eight (8) minutes should be allowed for the initial discussion of a section and four (4) minutes for the second stop. The STOP graphic should be followed as previously described.

1. Film Sequence: Gaining Entry

   Discussion and evaluation of interviewer behavior

2. Film Sequence: Gaining Entry

   Guide discussion with the following questions:

DISCUSSION QUESTIONS SECTION I

a. How did each interviewer show consideration for the respondent's feelings?

b. How did the interviewers handle problems in establishing rapport?

c. Was each interviewer's use of language appropriate? Why/Why not?

You should also encourage the students at this time to discuss experiences in their out-of-class interviews which may have a bearing on the problem.

3. Film Sequence: Solution and Neutrality - Rapport

   Discussion and evaluation of interviewer behavior

4. Film Sequence: Neutrality - Rapport

   Guide discussion with the following questions:

DISCUSSION QUESTIONS SECTION II

a. What were the probing techniques used by the respective interviewers?

b. In reference to the film, describe the importance of neutral probing.

c. How did each interviewer handle the problem of maintaining rapport throughout the interview?

You should also encourage the students at this time to discuss experiences in their out-of-class interviews which may have a bearing on the problem.

5. Film Sequence: Solution and Stress Question

   Discussion and evaluation of interviewer behavior

6. Film Sequence: Stress Question

Guide discussion with the following questions:

DISCUSSION QUESTIONS SECTION III

a. How did the procedures used by each interviewer in handling stress questions differ?

b. What were some of the tactics used by the interviewers to gain the confidence of the respondent?

c. How did each interviewer show consideration for the feelings of the respondent?

You should encourage the students at this time to discuss experiences in their out-of-class interviews which may have a bearing on the problem.

7. Film Sequence: Summary -- continue to the end of film.

Since this is the final session on interviewing, you may wish to discuss the interviewing process in general.

A reminder -- should you wish to assess any of the objectives, Appendix A contains a number of test items from which you may choose.

APPENDIX A - TEST ITEMS

1. Assign to each of the following problems the most appropriate method of collecting information. Put a check in the appropriate column to the right of each problem.

	Documentation	Observation	Interview
a. The attitudes of five-year-olds toward school	___	___	___
b. The names of administrative officers in a distant school district	___	___	___
c. Attitudes toward child rearing among primitive people	___	___	___
d. The type of activities occurring in a language laboratory	___	___	___
e. Determining why Americans buy foreign cars	___	___	___
f. Assessing the attitudes of "middle America" towards the United Nations	___	___	___
g. Comparing unemployment rates in the United States during 1970 to the unemployment rates during 1960	___	___	___

2. A researcher was interested in determining how and why local officials voted on a particular issue at an open town meeting. The researcher selected the interview method as the best means of collecting his data. (1) What are two advantages the interview method has in this instance over documentation and observation? (2) What are two disadvantages the interview method has in this instance compared to documentation and observation?

   Advantages:

   Disadvantages:

3. List three essential characteristics of a structured interview:

   a.

   b.

   c.

4. In the following examples, decide whether the type of survey research interview most appropriately employed would be structured or unstructured.

	Structured	Unstructured
a. A comparative study on how school administrators feel toward bussing to achieve desegregation	___	___
b. Parents' attitudes toward local school innovation	___	___
c. A guidance counselor helping a student select possible colleges	___	___
d. A book reviewer interviewing an author on his latest novel	___	___
e. General Motors wishing to determine what automobile design appeals to most buyers	___	___

5. From the following pairs of probes, circle the letter of the one which is more neutral:

   a. What are your three favorite school subjects?

      Respondent Reply: "Oh, English and math."

      Probe: (a) "Is history your third choice?"

      (b) "What is your third favorite subject?"

   b. What one change would you like to see take place in your school?

      Respondent Reply: "I would like to see something done about student discipline."

      Probe: (a) "How do you mean?"

      (b) "You mean some type of hall-monitoring system?"

6. A typical respondent's answer to a schedule question is, "I don't know any." What is an appropriate response for you to make which would encourage an answer assuming you think the respondent may in fact know something relevant to the question?

7. Often you will be asked to define a word or phrase by the respondent which appears in a question he was asked. If there is no definition in the spex, how would you answer the respondent so as not to bias his final answer?

8. You have asked a question which requires only the description of a single major problem and the respondent has listed several. Describe how you would handle the situation.

9. Match each of the words in column 1 with its definition in column 2. Place the letter of the word which goes with the appropriate definition in the space to the right of column 2.

Column 1	Column 2	
a. Closed questions	1. A type of statement asked for by an interviewer to clarify an irrelevant answer by a respondent.	___
b. Branching	2. A type of statement which directs the respondent's answer to a set of predetermined categories.	___
c. Post-edit	3. A printed questionnaire used by the interviewer to ask each question in its predetermined order.	___
d. Field-coded questions	4. The process of checking the final interview schedule (questionnaire) by the study director before the interviewers go out to interview.	___
e. Spex	5. A type of statement asked by interviewers so the respondent will give a more complete answer.	___
f. Amplification probe	6. An interview format which directs the interviewer to the next most appropriate question depending on the respondent's prior answer.	___
g. Funneling	7. A term usually used to refer to the characteristics of the interviewer required for a study.	___
h. Pre-coded questions	8. Probes which are designed to clear up ambiguity in a response.	___
i. Clarification probe	9. The procedure by which general questions are asked initially in a specified area; these are immediately followed by more specific questions aimed at narrowing in on the topic of interest.	___
j. Documentation	10. That method of collecting data which involves securing information from records.	___
k. Pre-testing		
l. Irrelevant response probes		
m. Interview schedule		
n. Open question		

(Continued on next page)

11. Questions which permit the respondent to reply in his own words. They provide a variety of answers depending upon the respondent's frame of reference. ___

12. The process of examining the completed interview by the interviewer to clarify abbreviations, illegible handwriting, etc. after an interview. ___

13. A type of statement in which the interviewer checks a pre-designated category on the interview schedule most indicative of the respondent's answer. ___

14. A supplemental document which helps the interviewer understand how to obtain valid data. ___

10. List at least three activities an interviewer should concern himself with before he initiates and conducts an interview.

11. The following is a dialogue between an interviewer and a respondent. Indicate whether each of the statements following it are true (T), false (F), or you "don't know" (D.K.).

Interviewer: "What do you think are some of the leisure time disadvantages of living in Ithaca?"

Respondent: "We need a stadium in this city where they could bring in some good professional ball clubs -- where are you from?" (to the interviewer).

Interviewer: "I'm from Boston. They just built a great new stadium outside the city. It's easy using public transportation to get to it."

Respondent: "You know, that's another disadvantage in this place. The transportation around here is terrible."

Interviewer: "What other disadvantages can you think of?"

Respondent: "That's it -- isn't that enough?"

___ The above dialogue is a good example of how an interviewer should maintain rapport with a respondent.

(Continued on next page)

___ When asked, "Where are you from?", the interviewer should have totally ignored the question because it is irrelevant to his task.

___ The above is a good example of the effect of interview bias.

___ The interviewer should have obtained more information by asking, "Can you think of anything else?" after the respondent said, "That's all."

12. If an interviewer discovers that she has missed getting certain additudinal information after she has left the respondent, the best recourse would be to: (Check one)

___ a. Contact the respondent and do the entire interview over again.

___ b. Fill in what she thinks the respondent's answer might have been, based on his other answers.

___ c. Do not contact the respondent again, but leave the question blank.

___ d. Contact the respondent and ask for the specific information needed.

13. When selecting an interviewer for a particular study it is recommended that the study director: (Check one)

___ a. Disregard any of the characteristics of the interviewer to minimize bias in the study.

___ b. Select those respondents who score highest on the Haller Test of Interviewer Rapport.

___ c. Take into account the possible influence of sex, race, socio-economic level which may affect his particular study.

___ d. Disregard all factors other than trying to match the interviewer and respondent on age.

14. If a person you are told to interview is not at home, what would be the worst thing you could do? (Check one)

___ a. Go on to your next interviewee and then return at a later time.

___ b. Go to the closest house to get a "substitute" respondent.

___ c. Wait outside the house for ten minutes hoping the respondent would return.

___ d. Leave, but later call the potential respondent to arrange meeting with him at a convenient time.

15. If an interviewer is having difficulty recording verbatim, list three things he could do:

    a.

    b.

    c.

16. To the question asking for all the advantages of living in the city in which the respondent now lives, four respondents gave the following responses. Identify each as either vague, irrelevant, or incomplete. Write what you think would be an appropriate probe.

		Vague	Irrelevant	Incomplete
R1.	"Well, when I used to live in ..."	___	___	___
	PROBE:			
R2.	"The city has a good location."	___	___	___
	PROBE:			
R3.	"There are many good theaters."	___	___	___
	PROBE:			

17. For the remainder of this test you are given selected portions of an interview schedule that an interviewer submitted to her study director. Read the schedule thoroughly and comment critically, question-by-question, on the interviewer's answers and techniques. Be specific about your criticism, and insert what you think would be the proper response or more appropriate action by the interviewer, if any. Put your comments in the space to the left of each item. The quality of your answer will be judged partially on the relevance of your criticisms as well as how well your answer per se reflects a grasp of the basic principles and terminology used in research interviewing. Your answer will not be judged by how much you write, but on <u>what</u> you say. Thus, try to be specific, but complete, in your comments.

Turn to page 21

Interview to Be Critiqued

SETTING: Lower Middle Class Neighborhood

RESPONDENT: Male, Blue Collar Worker

INTERVIEWER'S DRESS: Basic Street Dress

TIME INTERVIEW BEGAN 8:30 A.M. / P.M.

1. First, how long have you been a resident of (COMMUNITY)?

LESS THAN 1 YEAR.....1
1 YEAR TO 5.....(2)
MORE THAN 5 YEARS.....3

Oh, around a year I'd say.

2. What do you think are some of the leisure time advantages of living in (COMMUNITY)? (PROBE: What other leisure time advantages can you think of?)

The Health Club

Could you explain that a bit further?

It has a good pool to swim in and a gym to work out in.

What other advantages can you think of?

Movies Theatres & the bowling alley.

Can you think of anything else?

No, those are the only advantages I can think of

3. What do you think are some of the leisure time disadvantages of living in (COMMUNITY)? (PROBE: What are some other leisure time disadvantages you can think of?) We need a stadium in this city where they could bring in some good prof. ball clubs - Where are you from?

I'm from Boston. They just built a great new stadium outside the city. It's easy using public transportation to get to it.

You know that's another disadvantage in this place - The transportation around here is terrible.

What other disadvantages can you think of?

That's it - Isn't that enough?

4. What do you think is the major leisure time problem facing the members of (COMMUNITY) today? (PROBE: In what way is this a problem?)

The prices on everything are sky high. Just to use the gym or the pool once a week costs me a fortune - and the movies - I really enjoy going to the movies but the shows now-a-days are lousy. I like a good action packed mystery and then to get to these places, the busses are never on time and you're always late - Guess that's about it. (The phone rang at this point & the respondent was asked to go for a beer. He asked me how much longer it would be. I told him it was hard to say because it depended on how much he had to say in answering each question.)

5. People very often have quite different ideas about leisure time. Will you please tell me what the term "leisure time" means to you? I want your opinions of what you do in your leisure time, anything you do. L.T. is when I can sit with a glass of beer & watch a game on T.V.

Leisure time is when you can sit with a glass of beer watching a game on T. V. -- what else does leisure team mean to you?

I guess leisure time is doing anything I want to do away from the shop. That's all l.t. means to me.

Now I'd like to ask you a few questions about your employment:

6. At the present time, do you work full or part time?

YES....(ASK A,B,C,&D).....1
(NO).....(SKIP TO Q.8).....2

No - I'm a painter over at the plant but I'm laid off right now.

7. Do you have other employment?

YES....(ASK A,B,& C).....1
(NO).....(GO TO Q. 8).....2

I just told you I'm laid off.

10. What are the ways you spend your leisure time in and around your home? (PROBE: In what other ways do you spend your leisure time at home?)

Watch T.V. poker with guys - grows garden

What other ways do you spend your leisure time?

reads Sports Illustrated
does exercises daily

11. A. How much time do you spend watching television a day, on the average? 2½ (Hrs.) (IF NONE, ENTER THAT RESPONSE AND GO TO Q. 12)

B. What types of television programs do you enjoy? (PROBE: What other types do you enjoy?)

(RECORD VERBATIM AND CODE AS MANY AS APPLY. DO NOT USE CODE CATEGORIES AS PROBES.)

NEWS.....(1)
DRAMA.....2
VARIETY.....3
SITUATION COMEDY.....(4)
MOVIES.....(5)
SPECIALS.....6
SPORTS.....(7)
EDUCATIONAL.....8
WHATEVER IS ON....9
OTHER.....10

Oh, I like to watch the news and the Sports Roundup program

What other types do you enjoy?

Oh, I enjoy the movies they have Monday night at the movies - Tuesday night at the movies .. you know & the All Star Variety Program on Sunday.

What other shows do you watch?

The only other T.V. show I watch is the Lucille Ball Show - She's a riot! She's so funny.

18. Would you like to have more leisure time?

(YES)....(ASK A & B).....1
NO.....(ASK C).....2

IF YES:

A. How many more hours a week? 3 hrs.

B. What would you do with this additional time? (PROBE: What other things would you do?)

I'd probably spend more time at the gym like that brother-in-law of mine he's always there working out. Of course he leves practically next door so it's easy for him - except last week he didn't have the time. He was busy painting his house. He & my sister moved to this house last year. They bought it for a real steal - some guys are always lucky. & he is real handy - the house needs lots of fixing up & he can do

That's really interesting. Let's move on now.

24. A. What kind of work did your father do when you were about 16 years old? (IF NOT LIVING WITH FATHER AT THAT TIME, ASK: Well, what about the person who contributed the most to your financial support in those days? RECORD RELATIONSHIP AND THEN ASK KIND OF WORK.)

KIND OF WORK: He worked for the railroad.

(PROBE: What did he actually do on that job?)

He worked around the station.

most anything - plumbing, wiring, painting - yeah, some guys have it made —

24. B. Was he ....

READ CATEGORIES:

Employed by a private company, business or individual for wages, salary or commission?..... (1)

Employed by government? (Federal, state, county or local).....2

Self-employed (own business, professional practice, or farm).....3

Other (describe).....4

25. What is your religion?

What do you want to know that for that's my business

PROTESTANT....(ASK A).....1
CATHOLIC.....2
JEWISH.....3
NONE..... (4)
OTHER (SPECIFY).....5

A. IF PROTESTANT: What denomination?

_____

Religion is just a description of the kinds of people we've been talking to. It helps us to know that we have included all kinds of people in our sample.

Well, ok- Fact is I don't go to church anymore —

26. Did you vote in the last Presidential election?

(YES.....(1)

NO.....2

Yes - Who did you vote for anyway - you look kind of sensible to me.)

(We're not supposed to answer personal questions. Let's move on.)

TIME ENDED _____ A.M. P.M.

TOTAL LENGTH OF INTERVIEW: About 45 MIN.

Answer Key

1. a. interview
   b. documentation
   c. interview
   d. observation
   e. interview
   f. interview
   g. documentation

2. Advantages:

Often the survey research interview is the only method of securing knowledge of human behavior (the attitudes, opinions, values, and preferences of people). Unlike documentation or observation, the interviewer is given the chance to probe neutrally for clear or additional information from the respondent. Further, it allows the interviewer to establish rapport which is very important in obtaining quality data. It also allows the interviewer to record verbatim and thus to have as data every word the respondent has said. In addition, it allows the interviewer to observe non-verbal cues and to take note of any personal reactions of the respondents which might be of relevance to the study. Finally, the survey research interview has the advantage of permitting the canvassing of non-English speakers, of illiterates, and of young children.

Disadvantages:

Bias can interfere with the impartiality or objectivity of the survey research interview. It can occur in every phase of the interview; where bias occurs, contaminated data result. A frequent source of bias can be the verbal and non-verbal behavior of the unskilled interviewer. He may reword certain questions according to his own perceptions, or he may influence the respondent's answers when probing. Similarly, bias can occur in recording. The interviewer may ignore or unconsciously fail to hear a respondent's answer or he may fail to record a respondent's prominent non-verbal cues because the cues disagree with his own perception. A further disadvantage of survey research interviewing is the difficulty some interviewers have in recording verbatim. Finally, the interviewing method is more costly and time-consuming than mail questionnaires.

3. The structured interview is the type of interview which is fixed in its design and implementation. It is used to obtain specific information and deals with a pre-defined area. The questions have been pre-determined and have been systematically organized. The analysis of the data has been designed prior to initiating the study.

4. a. structured
   b. structured
   c. unstructured
   d. unstructured
   e. structured

5. a. (b)
   b. (a)

6. A response like, "Anything at all, even little things you can think of," might be used. The respondent could be given time to think (silence as a probe) and then the question could be re-read.

7. An appropriate answer is, "Whatever you think of as ..." (repeat word or phrase in question).

8. Those mentioned should be recorded verbatim and then the respondent should be asked, "Which of these problems do you think is the major problem?" Emphasize the word major.

9.

1.	l	8.	i
2.	h	9.	g
3.	m	10.	j
4.	k	11.	n
5.	f	12.	c
6.	b	13.	d
7.	a	14.	e

10. Local authorities should be notified of the interviewer's presence and of the general purpose of the research. The interviewer should be properly dressed. He should have a basic understanding of the community. He should know the purpose of the study and be familiar with the interview schedule and the spex.

11. F
    F
    T
    T

12. c

13. c

14. d

15. The interviewer should use abbreviations, ask the questions more slowly and deliberately, say aloud where he is in the recording by repeating while writing the respondent's answer, and be direct and say something like, "I write very slowly and what you are saying is very important. Could you speak a little slower? I'd like to get it all down."

16. R1. irrelevant
Probe: Repeat question

R2. vague
Probe: "In what way is that an advantage?"

R2. incomplete
Probe: "How do you mean 'good theaters'?"

17. Time -- didn't circle A.M. or P.M., although recorded hour.

1. needs to probe -- more than a year or less than?
did code properly

2. good, except no probe marks

3. bias -- should have said, "I'm from Boston," and then probed, "What are some other leisure time disadvantages you can think of?"

4. should probe to find out what problem is the major one, and then why it is a problem

good non-verbal background

no probe marks

5. used abbreviations but should not have said, "I want your ... anything you do," since it is not part of the question.

no probe marks

6. bad post edit, shouldn't have erased -- could be painter or printer

no probe marks

7. didn't follow directions in Q.6.

17. (Cont'd.)

10. didn't record verbatim

no probe marks

didn't probe to a "That's all."

11. good -- used margin, clearly marked, good probes, probed to completion

no probe marks

didn't code "All Star Variety Program"

18. bad 8 or 2 -- poor post edit

good use of space

answer is irrelevant -- use probe or repeat question

good record verbatim

attention paid to rapport at end

24. vague response, should be probed again

no probe marks

25. good probe

not codeable from answer, need another probe

26. poor response from interviewer

Time -- didn't record hour or circle appropriate division

inexact length

NOTE: This is not an exhaustive list.

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N. Y. 14850

February 14, 1972

TO WHOM IT MAY CONCERN:

The Cornell University student carrying this letter is working on a project in research interviewing. He would like to ask you some questions concerning your leisure time activities. Could you spend 35-45 minutes with this student?

Thank you for your anticipated help.

Sincerely,

RTS:mwh

Robert T. Siebert
Professor of Education